

Amherst Public Schools - Amherst Regional Schools - Pelham Elementary Social Justice Commitment						Grades 6 – 8
Students' Commitment to Social Justice & Equity: <u>Development of Values, and Attitudes</u>	Teacher Actions	Examples of School Community Action*	Resources/ Materials	Administrative Actions	Parent/ Guardian Roles	Correlating ARPS Standards of a Multicultural School System

<ul style="list-style-type: none"> ▪ Deepen their understanding of various factors defining their identity (along lines of race, ethnicity, class, culture, gender, physical size and ability, religion, academic ability, language, sexual orientation and/or special need) ▪ Feels empathy for others. 	<ul style="list-style-type: none"> ▪ Demonstrates respect for students and foster respect between students. ▪ Demonstrates understanding of both middle school developmental issues and middle school cultures. ▪ Provides opportunity to address ontological questions: Who am I? What is my place in the world? Who are they? Where do I fit in? ▪ “Teachers provide all students the opportunity to discuss the differential costs and benefits to all groups of the current sociopolitical reality.” ▪ Holds high expectations for all students. 	<ul style="list-style-type: none"> ▪ Students experiencing oppression are provided avenues for deepening understanding of oppressive social structures and for expressing their resistance productively (non-violently, with focus on their developing & proposing alternatives). ▪ Students are offered ways to express solidarity with people experiencing prejudice or other oppression: ex. marches, poster campaigns, essay contests, wearing of solidarity buttons. ▪ Students have access to Peer-Mediation Program as both mediators and recipients. ▪ Students participate in the organization and presentation of the Diversity Assembly, the Latinos Unidos Celebration, 	<ul style="list-style-type: none"> ▪ Hochman, Jere. <i>Thinking Middle School</i> Nat'l Middle School Assn: June 1997. ▪ Tatum, Beverly Daniel. <i>“Why Are All the Black Kids Sitting Together in the Cafeteria?” and Other Conversations About Race.</i> New York: Basic Books, 1997. ▪ Tatum, Beverly, D. “Talking about Race, Learning about Racism: The Application of Racial Identity Development Theory in the Classroom”, <i>Harvard Educational Review</i>, Vol.62. No.1, Spring 1992. 	<ul style="list-style-type: none"> ▪ Provide time for ongoing staff development (including peer mentoring) in social justice content on curriculum days and at staff meetings ▪ Encourage teachers to incorporate social justice themes that are relevant to their curricula ▪ Support teachers in the implementation of social justice curricula through super-vision and evaluation process ▪ Create respectful and productive mechanisms for airing discussions re the staff’s learning and analyzing the staff’s group dynamics. ▪ Arrange for additional academic support for students with special needs, English language-learners 	<ul style="list-style-type: none"> ▪ Participate in school-wide events to share heritage: Diversity Assembly, Latinos Unidos Celebration, Black History Month Assembly ▪ Participate in Latino Achievement Night ▪ Participate in Family School Partnership 	<ul style="list-style-type: none"> I. Institutional Practices: A2, A3, B, E1, E2, F1, F2, F3, F4, F5, F6, F7, G3 II. Curriculum: A, C, D, E, F III. Instruction: A, B, D, E, G IV. Assessment: E V. Affirmative Action: E VI. Professional Development: A, B, C, D, F
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	<ul style="list-style-type: none"> ▪ Utilizes Backwards Design templates and Differentiated Instructional Methods. ▪ Models and expects students to use age-appropriate anti-bias vocabulary. ▪ Deconstructs stereotypes; provides information about individuals within specific groups who refute these stereotypes. ▪ Offers students strategies and skills to deal with prejudicial comments and actions directed against them. 	<p>the Black History Month Assembly, the Women's History Assembly, and Cultural Calendars.</p> <ul style="list-style-type: none"> ▪ Provide students with opportunities to learn about historical roots of stereotypes, types of oppression and methods of resistance in 8th grade Social Studies Units, such as "Cultural Interaction and Change." 	<ul style="list-style-type: none"> ▪ Kohl, H. <i>I won't learn from you and other creative forms of social maladjustment.</i> ▪ Rothman, R. ed. <i>Small Schools and Race Voices In Urban Education</i>, Volume 2, Fall 2003. ▪ Anti-Bullying initiatives ▪ Tomlinson, Carol Ann. <i>The Differentiated Classroom : Responding to the Needs of All Learners</i> ASCD, 2004. ▪ Schools training (from Gay, Lesbian & Straight Education Network) 	<ul style="list-style-type: none"> ▪ Foster an environment for open and constructive dialogue about race and other social justice issues. ▪ Support Peer-Mediation Program. ▪ Support the integration of Support Staff with both the faculty and community. ▪ Participate in Study Circle Dialogues. 	
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	<ul style="list-style-type: none"> Guides a constructive implementation of strategies that empowers students with a sense of autonomy in their own choices and decisions. 		<ul style="list-style-type: none"> Levine, Mel. <i>A Mind at a Time</i>. New York: Simon and Schuster, 2002. Howard Gardner <i>Multiple Intelligences and Education</i>. 			
Feel concern about injustice and inequality	<ul style="list-style-type: none"> Provides opportunities for students to recognize and examine social inequality, answering the questions: Who benefits? Who is marginalized? How could things be done differently? Incorporates community service projects within lessons. Teaches students how to express their opinion and discuss sensitive issues respectfully. 	<ul style="list-style-type: none"> Students have opportunities to participate in simulations, role-playing, and other activities that enable them to experience what it is to be a victim of discrimination. Students in 8th grade ELA and SS classes conduct historical research, identify social issues of past and present, evaluate causes and consequences and formulate a course of action on the issue. 	<ul style="list-style-type: none"> PBS online. Keyword: Teacher Source (http://www.pbs.org/search) Social Studies Curriculum: World Regions & Contemporary Issues Unit, Gr. 6 Jacqueline, N. Glasgow, (2001), "Teaching Social Justice through Young Adult Literature." <i>English Journal</i>. Pp.51-61 			<p>I. Institutional Practices: C, F3, F4, F6, F7</p> <p>II. Curriculum: A, C, D, E, F</p> <p>III. Instruction: A, B, D, E, G</p>

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		<ul style="list-style-type: none"> Students have opportunities to engage in work that furthers their ability to understand and challenge injustice in the school, local, and world communities through participation in the Katrina Project, the Darfur Club, GSA, Best Buddies and Latinos Unidos. 				
<p>Understanding the interaction between individuality and group membership</p>	<ul style="list-style-type: none"> Utilizes teaching strategies, such as cooperative groups, to promote and teach egalitarianism, providing students the opportunity to address the questions: How can I contribute to the group? Is work shared fairly? Require students to act in ways consistent with democratic values, for example, respecting minority voices. 	<ul style="list-style-type: none"> Students are offered opportunities to answer the question: What can I give? How can I help my neighbor in the local community or the world? Ex. participation in group walkathons or other fundraising events for Hurricane Katrina relief, volunteer at the Food Bank or with Cookies for Hunger. Peer mediation training 	<ul style="list-style-type: none"> Language Arts curriculum – ex. devise intentional methods of questioning that enhance connections to students' values & attitudes. Expository writing assignments in all curricular areas that speak to social justice issues. 			<p>I. Institutional Practices: A2, C, D2, F1, F4, F6, F7</p> <p>II. Curriculum: A, B, C, D, E, F</p> <p>III. Instruction: A, B, D, G</p>

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	<ul style="list-style-type: none"> Offer students strategies for handling conflicts nonviolently, including guided meditation 					
Willingness to take action against inequity	<ul style="list-style-type: none"> Interrupts derogatory speech and/or actions; provides students opportunities to practice such interruption. Provides students with examples of role models who have acted against injustice, including the resistance of oppressed peoples, and non-cooperating members of the oppressing groups (ex. Jewish people resisting Hitler, and white allies fighting against racial discrimination). 					<p>I. Institutional Practices: A2, C, F1, F3, F4, F6, F7</p> <p>II. Curriculum: A, B, C, D, E, F</p> <p>III. Instruction: A, B, D,G</p>

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	<ul style="list-style-type: none"> ▪ Encourage students to be empowered to know that they can make a difference. ▪ Facilitates student creation and implementation of a community action plan to address issues of inequity. ▪ Facilitates student leadership in community inquiry, ex. Middle School Exhibitions. 					
Recognizes that all beings are interdependent	<ul style="list-style-type: none"> ▪ Provides students opportunities to address the questions: How am I connected to others? What are my responsibilities? ▪ Offer students opportunities to demonstrate solidarity with others: Ex. participate in the 'Day of Silence' with members of the school's GSA. 					I. Institutional Practices: C, F6 II. Curriculum: A,D,F

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	<ul style="list-style-type: none"> Facilitate presentations of community members of subgroups about their life experiences, hopes, dreams and accomplishments. 					
<ul style="list-style-type: none"> Recognize consequences of over using the environment Recognizes the impact of poverty & the need to protect the vulnerable Conformity to social group becomes very important to begin to understand what is expected by the parent & the teacher, who they want to please 	<ul style="list-style-type: none"> Encourage students to develop their own responses to ecological issues. Helps students construct a positive and knowledgeable identity as a cultural being (historically, politically, ancestrally and socially). Helps students understand poverty and its effects (ethical, social & environmental). 	<ul style="list-style-type: none"> Participate in neighborhood clean-up days. 				<p>I. Institutional Practices: C, F1, F6</p> <p>II. Curriculum: A, B, C, D, E, F</p> <p>III. Instruction: A, D</p>

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<ul style="list-style-type: none"> ▪ Values move from egocentric to ethnocentric ▪ Adopt patterns of production, consumption, and reproduction that safeguard Earth's regenerative capacities, human rights, and community well-being 	<ul style="list-style-type: none"> ▪ Provides opportunities to practice democratic practices. ▪ Notes and empowers students whose voices are silenced. 					
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